DOCUMENT RESUME

ED 049 395 08 VT 013 054

AUTHOR	Thurston, Ronald L.; Weber, Lester C.
TITLE	Development of a Plan to Improve the Personalized Instruction Program at Vocational Villege. Final Report.
INSTITUTION	Portland School District, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
BUREAU NO	BR-7-1339
PUB DATE	Apr 71
GRANT	OEG-0-9-685005-0768(085)
NOTE	77p.
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	Behavioral Objectives, *Dropout Programs, *Dropouts, *Individualized Instruction, Program Development, Program Effectiveness, *Program Improvement, School Industry Relationship, Secondary Education, Student Evaluation, Student Needs, Vocational Education, *Vocational Schools

ABSTRACT

Vocational Village was opened by the Portland (Oregon) School District in 1968 to provide opportunities for students who had not been successful in traditional high school programs. A basic concept of the programs initiated at Vocational Village was the desire to personalize and individualize instruction. However, as operations got under way it became evident that the program could be made more efficient and effective by: (1) modifying the procedure for screening and admitting new students, (2) developing behavioral-based instructional materials with a job approach, (3) increasing cooperative arrangements with community agencies, businesses and industries, and (4) improving procedures for evaluating student progress through their individual programs. Using these points as objectives, this current project resulted in seven specific accomplishments. Among these were: (1) an efficient method for interviewing and screening prospective students, (2) guidelines for developing and using job sheets to personalize and individualize instruction, and (3) an efficient method to monitor student progress. (Author/JS)

ED049395

BR 7-1339
PA 08

FINAL REPORT
Project No. 7-1339
Grant No. OEG-0-9-685005-0768(085)

Development of a Plan to Improve the Personalized Instructional Program at Vocational Village

Ronald L. Thurston, Director
Vocational Village
Portland School District
725 S.W. Powell Blvd.
Portland, Oregon 97202

VT013054

April 1971
U.S. Department of Health, Education, and Welfare
Office of Education

ED049395

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

FINAL REPORT

Project No. 7-1339
Grant No. OEG-0-9-685005-0768 (085)

DEVELOPMENT OF A PLAN

TO IMPROVE THE PERSONALIZED INSTRUCTION PROGRAM

AT VOCATIONAL VILLAGE

Ronald L. Thurston, Principal Investigator
Lester C. Weber, Assistant Investigator
Vocational Village
Portland School District
725 S. E. Powell Blvd.
Portland, Oregon 97202

April 1971

U. S. Department of Health, Education, and Welfare
Office of Education

The research reported herein was performed pursuant to Grant No. OEG-0-9-685005-0768 (085) with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

ABSTRACT

Vocational Village was opened by the Portland (Oregon) School District in 1968 to provide opportunities for students who had not been successful in traditional high school programs. A basic concept of the programs which were initiated was the desire to provide personalized and individualized instruction. It became evident during the first year that the program could be made more efficient and effective in four ways:

1. Modify the procedure for screening and admitting new students
2. Develop behavioral based instructional materials with a job approach
3. Increase cooperative arrangements with community agencies, businesses and industries
4. Improve procedures for evaluating student progress through their individual programs

With these objectives, this project has resulted in the following specific accomplishments.

1. An efficient method has been developed for interviewing and screening prospective students.
2. An appropriate and effective testing program has been identified and is being utilized to evaluate the needs and potentials of incoming students.
3. Guidelines have been established for developing and using Job Sheets to personalize and individualize instruction.
4. Some 2,650 Job Sheets have been written and are being used to provide relevant instruction in 12 program areas.
5. Community agencies, businesses and industries interested in cooperative efforts with Vocational Village were identified and projects initiated.
6. An efficient method was developed and is being utilized to monitor student progress.
7. Systematic procedures have been established to identify and attempt to correct unsatisfactory progress of individual students.

CONTENTS

Abstract		i
Contents		iii
I.	Purpose and Objectives	1
II.	Accomplishments and Results	13
	Objective Number One--Modify the Present Procedure for Interviewing and Evaluating Each Prospective Student in Relation to His Interest and Potential for Success in the Program	13
	Objective Number Two--Develop Instructional Content that Entails Behavioral Concepts with a Job Approach	21
	Objective Number Three--Identify Community Agencies and Other Programs that Offer Complementary Services	63
	Objective Number Four--Improve the Procedure of Evaluating Student Progress	65
III.	Conclusions	73

I. PURPOSE AND OBJECTIVES

History of Vocational Village

The Portland School District has long been concerned about the problem of dropouts. Administrators, teachers and members of the Board of Directors realized that employment doors were closed to a segment of youth whose life patterns included a lack of achievement, resistance to authority and termination of formal education prior to high school graduation. Underlying reasons were identified as environmental factors which combined to influence these youth, men and women, throughout their formative years. Many were growing up in an environment of hopelessness, living in families where worthwhile jobs had not been held and observing parents existing on income from menial jobs. Large numbers of these youth were from families supported by Aid to Dependent Children. Data reported by the Oregon State Public Welfare Commission in December of 1966 showed 209 students, or 10.8 percent of the total enrollment of Jefferson High School, were from families receiving welfare. For the total district, 842 high school students, or 3.6 percent of the total enrollment, were reported on welfare rolls. At the same time, 1,969 youth aged 14 to 18 were reported to be from welfare families from the Portland area.

Portland schools afford many and diversified occupational preparation possibilities. However, school personnel have had difficulty in providing appropriate educational programs for boys and girls who exhibited apathy and negative attitudes toward school. School dropout data provided further evidence that the public schools were not providing an effective program for these young people.

School Year	School Dropouts
1963-64	987
1964-65	978
1965-66	1,094
1966-67	1,178

Proposed in May 1968, the idea for Vocational Village was the result of a plan called Personalized Education Program. Several assumptions regarding students and program were basic to planning the curriculum and operation of Vocational Village.

Assumptions Regarding Students:

1. Every student was assumed to have equal worth to his high achieving counterpart in the traditional high school. Every student, therefore, should be treated with dignity and respect, and every aspect of the program should reaffirm this sense of worth.

2. Every student was assumed to have the potential for achievement and success. The staff should creatively modify the program to enable each student to realize his full potential.

3. Students should be given the opportunity to participate in all phases of the operation to permit them to make a significant contribution to Vocational Village at all levels.

4. Each student was recognized as an individual with different needs, aspirations and levels of performance. Therefore, the program should be personalized for maximum benefit.

Assumptions Regarding the Program:

1. The program should be directed toward working with the whole student to assist him in developing his full vocational, academic, personal and social potential.

2. Every phase of the program should be designed to identify, attack and correct the factors which had thwarted the student's growth and achievement.

3. The Vocational Village was viewed as a community program. Therefore, direct community involvement was important to all phases of the program.

4. In addition to specific employment assignments, each staff member was assumed to have the responsibility to relate as personally to the students as possible to expand counseling relationships.

Goals and Objectives:

From these assumptions, the following goals and objectives were established for Vocational Village:

1. To assist economically and educationally disadvantaged youth to become independent, responsible and productive citizens through

   a. A guidance and counseling program emphasizing appropriate vocational fields

   b. Supportive programs to improve the student's view of self-worth so that he can function successfully within the realities of our culture and social institutions

c. A curriculum of basic education adjusted to individual needs

d. Programs for developing competencies which will lead to occupational success

e. Placement and followup services

f. A concern for total living environment for all

g. An extension of some elements of the nonresidential program for a number of potential 14-to-15-year-old dropouts not presently included in the Job Corps population

2. To investigate and demonstrate the necessity of an educational program for disadvantaged youth involving nonresidential programs integrated with the total educational resources of a community by

a. Integrating Job Corps and public school methods, innovations and instructional material into the total program

b. Identifying and describing the characteristics of youngsters who would benefit from a residential program

c. Conducting an educational laboratory for the development, testing and dissemination of effective ways of working with disadvantaged youth

d. Determining feasible ways of integrating local, state and federal resources for the education of these youth

e. Determining ways in which private sectors of our business and industrial communities may be involved in the vocational training and placement of disadvantaged youth enabling them to become productive members of the community

f. Implementing in the regular school setting applicable portions of the project to

(1) Make less severe the transition of project enrollees to the regular school

(2) Meet the needs of similar disadvantaged youth in the regular school

3. To develop guidelines for implementing the Vocational Village concept in other communities by

   a. Utilizing community resources and developing appropriate working relationships between them

   b. Describing and developing a program tailored to the type of learner being served

   c. Providing appropriate inservice training and staff development

Beginning Operation:

Vocational Village opened its doors to students on August 5, 1968. The classrooms of the school were converted truck loading bays. Its pupils were drawn exclusively from the ranks of the 6,000 young men and women who had dropped out of Portland high schools. Initial enrollment was restricted to 50 students. Since then, over 2,000 applicants have applied at Vocational Village, and more than 750 individuals have been accepted. Although capacity enrollment was established at 150 students, 237 are currently attending day programs, and an additional 98 attend in the evening. A summer program also has been initiated with 155 enrolled in 1970.

There are no freshmen, sophomores, etc. The school has no standard level for incoming students. They begin at the level of their capability. There are no grades. Attendance has nothing to do with achievement. Instructors are encouraged to impress upon students the value of attending regularly, giving employability examples and standards expected by business and industry. The method of taking attendance is through a time clock punch card system.

For the most part, students attending Vocational Village have experienced a home situation void of love and understanding. Health services and dental care often have been neglected to the extent that learning is impaired. Nearly all the students are "loners" and have a poor self-image and respond quickly to an understanding and concerned adult. The students are assisted in obtaining health records, counseling and community resources to assist them with special problems.

Course Work:

Courses offered at Vocational Village are grouped in vocational and basic education clusters. The vocational clusters include Industrial Mechanics, Food Services Occupations, Health Service Occupations, Office Occupations, Marketing and Fabrication Processes (Refrigeration and Air Conditioning, Metals and Woodworking). Basic education includes Reading, Communications (English), Speech, Homemaking, Personal Health, Social Studies, Human Relations, Mathematics, General Science, Physical Education and General Business.

Results:

On June 12, 1969, 11 students were graduated from Vocational Village. In June 1970, 68 students were graduated, and in June 1971, 80 more received diplomas. In addition, many dropouts enrolled at Vocational Village, made adjustments to school life, are returned to their former high schools to graduate. Students have achieved at a more rapid rate, and many have become motivated to seek advanced formal education.

Information on what is happening at Vocational Village is filtering out to educators across the nation. Currently, a monthly average of 500 visitors are coming to Vocational Village from all parts of the United States and Canada.

Identification of Need

Soon after Vocational Village began operation, it became apparent that improvements were needed to make the program more effective. Three crucial areas were identified: (1) operational procedures, (2) effective student evaluation procedures and (3) adequate comprehensive personalized curriculum to serve individual students.

With limited available funds, a number of consultants were utilized to improve the ongoing program during the spring of 1969.

With the assistance of personnel from the State Department of Education, Oregon State University, the Portland School District and local businesses and industries, a plan was developed to achieve needed improvements.

A general orientation and planning meeting was subsequently conducted at Vocational Village. The participants were:

1.	Martha Frost	Washington H.S.	Home Economics
2.	Charles Heil	Washington H.S.	Math and Science
3.	Marthiel Williams	Benson H.S.	English
4.	Wayne Knepper	Washington H.S.	Office Education
5.	Thomas Nelson	Jefferson H.S.	Industrial Education
6.	Irene Baldwin	Marshall H.S.	Reading
7.	Alvin Hulse	Administration	Curriculum
8.	Ron Thurston	State Bd. of Ed.	Office & Distributive Education
9.	James O'Gara	Administration	Vocational Education
10.	Gary Fuller	State Bd. of Ed.	Office Education
11.	Robert Fuller	Roosevelt H.S.	Industrial Education
12.	Carl Schwab	Roosevelt H.S.	Social Studies
13.	Louise Lothspeich	Washington H.S.	Counselor
14.	Esther Bidgood	Voc. Village	English

15.	George Flittie	Grant H.S.	Social Studies
16.	Roberta Boddy	Cleveland H.S.	Counselor
17.	Betty Peterson	Jefferson H.S.	Language Arts
18.	John Otterstedt	Jefferson H.S.	Math
19.	Sally Hagensick	Jefferson H.S.	Language Arts
20.	Bill Oleson	State Bd. of Ed.	Trade and Industry
21.	Hartley Troftgruben	Marketing	O.S.U.
22.	Leon Olson	Marketing	Portland Public Schools
23.	James Carhart	Voc. Village	Science, Math
24.	Bill Burns, Jr.	Voc. Village	Food Service
25.	Carolyn Leonard	Voc. Village	Office Education
26.	Magdalene Lobo	Voc. Village	Health
27.	Yuki Fuchigami	Voc. Village	Home Economics
28.	Pat Kirwan	Voc. Village	Pre-employment
29.	Lester Weber	Voc. Village	Basic Ed.
30.	Richard Boss	Voc. Village	Basic Ed.
31.	Jack Miller	Voc. Village	Marketing
32.	Hilmar Stefansen	Voc. Village	Industrial Ed.
33.	Gerald Foat	Voc. Village	Industrial Ed.
34.	Donald Thompson	Voc. Village	Industrial Ed.
35.	Henry Mendez	Voc. Village	Audio-Visual
36.	Bill Clawson	Portland Pub. Sch.	Basic Ed.
37.	Sam Ashley	Roosevelt H.S.	Pre-employment
38.	Larry Edwards	Marshall H.S.	Pre-employment
39.	Paul Jandro	O.M.S.I.	
40.	Ray Barrett	O.M.S.I.	
41.	Jim Kirwan	O.M.S.I.	
42.	Larry Jasper	Larry's Sandwich Shop	
43.	Marcelline McDonald	Good Samaritan School of Nursing	
44.	Ted Ebinger	J & J. Power Equipment Co.	
45.	Harold Whitley	Whitley Fixtures	
46.	Dorothy Anderson	U. S. National Bank	

Small group study committees subsequently were established.

Project Objectives

As a result of study and review by Vocational Village staff members and community resource people, four goals were established:

1. Improve the current operational procedure

2. Establish an effective student evaluation procedure

3. Develop and expand the existing curriculum

4. Draw ideas from related programs by visitations and by utilizing services of resource personnel

Based on these goals, four specific objectives were established for this project:

1. Modify the present procedure for interviewing and evaluating each prospective student in relation to his interest and potential for success in the program

2. Develop instructional content that entails behavioral concepts with a job approach

3. Identify community agencies and other programs that offer complementary services and develop a coordinating plan

4. Improve the procedure of evaluating student progress through the testing program and job sheet production

Project Procedures

Site Visits:

To take advantage of the experiences of other institutions and avoid pursuing unproductive methods, visits were planned to a limited number of programs similar or in other ways relevant to Vocational Village. With the assistance of Miss Barbara Kemp of the U. S. Office of Education, six sites were selected:

1. Oklahoma State Tech at Okmulgee, Oklahoma

2. Training Resources for Youth, Inc. (TRY) at Brooklyn, New York

3. Newark Manpower Training Skills Center at Newark, New Jersey

4. Mahoning Valley Vocational School at Youngstown, Ohio

5. Work Opportunity Center at Minneapolis, Minnesota

6. St. Paul Area Technical-Vocational Institute

Richard D. Boss (project director at the time) visited each of the programs and reported findings to the staff. Following are summaries of his reports.

Oklahoma State Tech:

The school is a nonaccredited statewide institute operated under the direction of Oklahoma State University. The school accepts students 17-1/2 years old or high school graduates. About 5 percent of the 2,564 students enrolled are high school dropouts. The school is located in an abandoned prisoner of war hospital which was vacated after World War II. It provides residential facilities for most of the students at a cost of $12-38 per month. The programs offered in the school are:

Accounting
Art for Reproduction
Appliance Repair
Auto Body Shop Operation
Auto Mechanics
Service Station Management
Automotive Machinist
Automotive Service Management
Auto Trim
Auto Parts
Bakery
Bookkeeping
Building Construction
Commercial Art & Advertising
Concrete Construction
Culinary Arts
Diesel Fuel Injection
Diesel Mechanic
Drafting
Dry Cleaning
Electronic Maintenance
Farm Machinery
Furniture Upholstery
General Business
Industrial Electrical Maintenance
Industrial Instrumentation
Industrial Electronics
Industrial Machinist
Key Punch Machine
Machinist-Tool Die Making
Plumbing & Pipe Fitting
Printing (Letterpress)
Printing (Lithography)
Refrigeration and Air Conditioning
Secretarial
Shoe, Boot & Saddle Repair
Small Gasoline Engines
Stenographic
Teletypesetter Perforator
Television Electronics
Watchmaker & Micro-Instrumentation
Watchmaker
Electronic Data Processing

About half of the budget comes from state appropriation and half from tuition. Instructors are all certified by the state. Many have been with the institution for several years and are considered outstanding. The school spirit is very good and faculty participation and rapport excellent. The staff and administration feel that the school's attachment to OSU is both beneficial and adds dignity and status.

Training Resources for Youth, Inc.:

The school is located in a predominantly black neighborhood. The facility is an abandoned YMCA. The entire operation is funded by the State Department of Education and is controlled by a nonprofit board of directors. The project has been in operation since 1962. Students are paid $45 a week or $9 a day, based on attendance. Those enrolled are between the ages of 17 and 22 and are predominantly male. Eighty percent are black and the remainder primarily Puerto Rican. The students are all high school dropouts recruited through a so called dragnet procedure. Each person is provided 16 weeks of training and is given extensive help in personal guidance and occupational information. Vocational programs offered are:

Automotive and diesel service and repair
Food service
Vending machine service and repair
Business machine service and repair
Heating and refrigeration service and maintenance
Home appliance service and repair

Per pupil cost is approximately $1,500 per student. All instructors are certified by the state.

Newark Manpower Training Skills Center:

This center has been in operation three years and is located in an old normal school. The school is operated by the New Jersey State Department of Education and will take students age 17 and older. In addition to the regular teaching staff, the school has job placement coordinators, professional curriculum people and psychologists. Programs offered in this school are:

Baking	Transferred (cold type comp)	Drafting
Cooking	Stock Brokerage Clerk	Clerical Skills
Building Maintenance	Offset Duplicating	Licensed Practical Nurse
Medical Secretary	Nurses' Aide	Radio-TV Repairman
Elc. Appl. Service	Tailoring	Upholstering
Jewelry Assembler	Welding	Landscape Gardener
Precision Grinding	Shoe Repair	Auto Mechanic
Salesperson (gen.)	Auto Trans. & Differential	

The training ranges from 8 to 42 weeks and is supported with related instruction in mathematics, English, drafting, etc. In addition to the curriculum laboratory, the school has its own audiovisual center and employs teacher aides. All teachers are certified and work by the hour.

Mahoning Valley Vocational School

The Mahoning Valley Vocational School provides vocational education and residential living. Although operated by the State of Ohio, a residential component is operated by a private corporation and supported by local businessmen. This school utilizes buildings leased from the U. S. Air Force and is located 15 miles from Youngstown, Ohio. All staff are either certified teachers or vocationally certified and work by the hour. Students are paid $45 a week to attend the school. The student body is 60 percent black. The school has a capacity of 450; 240 were enrolled. The school has been in operation since 1964 and enrolls students 16-21 years of age.

The following programs are offered:

Drafting	Hotel and Restaurant Cook
Auto Mechanics	Electrical Appliance Repairman
Auto Body Repairman	Computer Peripheral Operator
Small Engine Repairman	Welder, Combination
Production Machine	Building Maintenance Man
Accounting Clerk	Shipping and Receiving Clerk
General Office Clerk	Landscape Gardener

Work Opportunity Center:

The center's programs are similar to Vocational Village. It is operated by the Minneapolis Public Schools and enrolls 350 students with an additional 200 on full-time jobs. Sixty percent are boys. Students are 15 to 21 years old and nearly all are dropouts or transfers. The school actually recruits students and tries to reach and work with parents. The building is located near the University of Minnesota, and the director believes part of his success lies in the fact the school is not located in a poverty area.

This school employs staff who are certified by the state and provides services beyond that currently provided at Vocational Village. The training ranges from six weeks to a year. An attempt is made to place nearly all students on jobs, and the curriculum is designed to develop the whole person. There is considerable support for the program. The average per pupil cost is $1,100. Instructional areas include:

Business Education
Communications
Creative Art
Drafting
Dry Cleaning
Electricity & Electronics
Food Prep. & Service
Homemaking--Clothing & Interior Decorating, Personal Improvement and Food
Machine Tool Operation
Marketing and Merchandising
Mathematics
Nurses' Aide and Hospital Orderly
Offset Printing
Reading
Service Station Attendant
Light Automotive Maintenance
Small Engine Maintenance and Repair
Social Communications

St. Paul Area Technical-Vocational Institute:

The school is situated near the center of downtown St. Paul and is a part of the State Capitol complex. It is operated by the St. Paul Public Schools, receiving a third of its support from local taxes and two-thirds from state funds.

Students are charged tuition if they are over 21 years of age or non-residents of the St. Paul School District. Average per pupil cost is about $1,200 per year. All staff are vocationally certified and are part of the district personnel system. The programs offered in the school are:

Technical Program

Chemical Technology
Construction Drafting
Design Technology
  Engineering Drafting
  Detail Drafting
Electro Mechanical Tech.
Highway Technology

Business and Distributive Program

Accounting I
Data Processing
Office Practice, General
Secretarial, Medical
Secretarial, Legal
Secretarial, General
Traffic Transportation

Trade/Industrial Program

Apparel Arts
Auto Body Repair
Automotive Mechanics
Cabinetmaking
Carpentry
Electricity
Graphic Arts
Machine Tool Proc.
  Production Mach. Op.
Pipefitting--Steamfitting
Plumbing
Production Art
Sheet Metal
Tool, Die & Mold
  Making Processes
Truck Mechanics
Watchmaking
Welding

Health and Service Program

Cosmetology
Food Management
  Restaurant & Hotel Cookery
Medical Laboratory Assistant
Practical Nursing

The school is located in a new facility and has excellent staff and financing.

Task Force Committees:

Building upon this information base, three task force committees were established to accomplish the four identified project objectives. All Vocational Village staff members were assigned to one of the three committees.

Task Force Committees		Assigned Objectives
1.	Student Selection and Program Implementation Task Force	Modify the present procedure for interviewing and evaluating prospective students
2.	Curriculum Content and Materials	Develop instructional content
		Identify and coordinate complementary community services
3.	Evaluation Task Force	Improve the procedure for evaluating student progress

The following section on Results provides details on the attainment of each objective.

II. ACCOMPLISHMENTS AND RESULTS

OBJECTIVE NUMBER ONE

Modify the present procedure for interviewing and evaluating each prospective student in relation to his interest and potential for success in the program

Background

Voluntary enrollment at Vocational Village is open to youth from the ages of 14 to 21. Since the program was originated to help young people in the most difficult educational situation, only those no longer enrolled in any educational institution are eligible for enrollment.

Prospective students may hear about Vocational Village through personal acquaintances, high school counselors, court counselors or friends. Many applicants respond to cards which are mailed to students who are formally dismissed from the Portland School District. Another source of information about the program has been radio and television coverage received through the cooperation of the Junior Advertising Club of Portland.

Admissions procedures needed to be designed to facilitate enrollment of young people who would receive maximum benefit from such a program.

In the beginning, incoming students received the same testing as given in the traditional school. It was discovered early that the Vocational Village students did not like tests or the pressure of working under testing conditions. In fact, several students were never tested in spite of the best efforts of the tester and staff.

Procedure

Six tasks were assigned to the Task Force on Student Selection and Program Implementation.

1. Review and improve the student intake system
2. Establish a procedure for interviewing students prior to entry into the program
3. Evaluate procedures for testing incoming students
4. Develop guidelines for matching students to vocational majors
5. Establish a system of programming students and balancing classes every six weeks

6. Develop an exit procedure for students completing or terminating the Vocational Village program

Process Developed

A young person interested in attending Vocational Village is interviewed by the admissions counselor to determine the suitability of the program for his present needs. Because of the large number of applicants (as many as 12 per day), interview appointments are encouraged, although no walkins are turned away.

Reliable testing is the foundation of meaningful counseling, effective placement and accurate records. Advisers, counselors and instructors can be effective only if they understand the student's level of achievement, personal needs, capabilities (aptitudes) and weaknesses.

After a careful analysis of tests and testing procedures, three of these were selected to give the staff maximum information on students' abilities.

1. The General Aptitude Test Battery (BATB)

2. The California Psychological Inventory (CPI)

3. The California Achievement Test (CAT)

General Aptitude Test Battery:

The GATB is an effective and reliable test for determining individual aptitudes and general learning abilities. This test is used for occupational counseling because of its cross-reference to the Dictionary of Occupational Titles.

Occupational Aptitude Patterns have been established by the U. S. Employment Service for a great many families of occupations. These patterns are based on GATB scores, enabling a counselor to direct a student into occupations where he will have the greatest chance of success. Occupational choices are made by the student based on a combination of his interests and test information.

Several of the Village staff members are certified by the State of Oregon to use the GATB, and the testing department is presently administering, scoring, profiling and interpreting the test results.

California Psychological Inventory:

The CPI is designed to provide a personality profile in 18 separate areas. These include measures of poise, capacity for status, and self-assurance; socialization, maturity and responsibility; achievement potential; and intellectual efficiency. This test is presently used as an aid in counseling difficult situations, as well as for identifying particular hangups.

California Achievement Test:

The CAT is used to determine achievement levels in reading, mathematics and language. Since students range in age from 14 to 21, identification of each student's level of achievement is essential to assist him in areas of weakness.

This particular achievement test was chosen because of the Job Sheet format of instruction at Vocational Village. The answer sheet provides grade level scores, a profile and a diagnostic sheet for each student in each of the three tested subjects.

The Diagnostic Analysis of Learning Difficulties sheet is particularly suited to Job Sheet instruction. It enables an instructor to select Job Sheets on the specific topic and at the appropriate level for a student. The instructor is thus assured that learning will take place and not just review.

The following chart illustrates the relationship of CAT test scores to selection of Job Sheets. Suppose a student scored low in Definitional Directions in Reading Comprehension. The chart indicates materials in Levels II and IV of Be a Better Reader and Levels BA and CA of Go Magazine are relevant. An accompanying instructor's list identifies specific pages and related Job Sheets.

Test Results:

The majority of scores of 100 randomly selected entering students were at the 7-9 grade level in reading, the 6-8 grade level in mathematics and the 6-9 grade level in spelling. The students had an average age of 16 years, which means they were achieving about three years below their age level.

Admission:

The GATB and achievement tests are given prior to registration, and no student may register until he has completed these tests. The test results are available to the advisor prior to entrance to permit identification of weak scholastic areas and establishment of realistic goals.

Qualified applicants are accepted for enrollment on the basis of their date of application unless an exception is made for unusual circumstances. Qualified, well-motivated applicants whose educational situation indicates that the program would satisfy an acute need are admitted immediately if possible.

All students entering Vocational Village for the first time are admitted for a 30-day probationary period when they must show progress. The faculty Achievement Board evaluates each student at the end of the period according to the specified points.

Relationship of California Achievement Test Scores
and Selection of Job Sheets for Instruction

CAT Diagnostic Analysis of Learning Difficulties	Be a Better Reader (Levels)									Go Magazine			
	A	B	C	I	II	III	IV	V	VI	AA	BA	CA	
1. Vocabulary													
A. Mathematics	x	x	x	x	x	x	x	x	x				
B. Science	x	x	x	x	x	x	x	x	x				
C. Social Studies	x	x	x	x	x	x	x	x	x				
D. General			x			x	x	x	x				
2. Reading Comp.													
E. Following Directions		x								x	x	x	
Simple Choice		x								x	x	x	
Definitional Directions				x		x					x	x	
Math Directions							x		x				
Map Directions									x		x		
F. Reference Skills													
Parts of Book	x		x						x				
Use of Dictionary	x	x	x	x	x	x		x	x				
Use of Index				x					x				
Table of Contents	x	x	x						x				
Reading a Graph				x	x	x							
Library Classification				x	x	x							
Selecting Reference	x	x	x		x				x				
Map Reading		x							x	x			
Directly Stated Facts	x		x		x	x	x	x	x		x	x	
Conference				x		x						x	
Topic/Central Idea	x	x		x	x	x	x	x	x		x	x	
Topic Organization	x		x		x	x	x	x	x				
Sequence of Events					x	x	x	x		x	x	x	

A chronological record of interviews is maintained by the admissions counselor with each applicant being assigned an interview number to aid in assembling information about the student. The student interview number also is helpful in identifying relative application dates and is used to determine which persons are to be accepted first from a list of several similarly qualified applicants. This interview number also may prove to be useful in the event of conversion to an automated information collection system at some future date.

An important interview function is to refer individuals to other programs better suited to their needs. Of the 950 applicants interviewed during the past year, only about half of them were accepted into the Vocational Village program. Older applicants who needed a considerable number of credits for graduation, for example, were often given information about the General Educational Development test with a view toward subsequent enrollment at Portland Community College, Mount Hood Community College, Clark College or some other institution prepared to assist them toward career goals.

Each student interviewed is made aware of the selective nature of the Vocational Village program. It is explained that this selectivity is not designed to eliminate all but the brightest applicants, but rather is directed toward identifying the most highly motivated applicants who, despite their desire for a job related education, have not been successful in progressing toward graduation in a standard high school program.

The following criteria have been developed for acceptance at Vocational Village:

Objective Criteria

1. The applicant must be no younger than 14 and no older than 21 years of age.

2. The applicant must live within the Portland School District.

3. The applicant must be formally excused from further school attendance as evidence of previous failure in high school.

4. The applicant must complete the General Aptitude Test Battery, Wide Range, and other testing prior to registration. General intelligence levels above those considered mentally retarded are acceptable.

Subjective Criteria

1. Severity of need: The judgment regarding this aspect is often the most difficult to deal with. The assumptions are that a 17 or 18 year old with a desperate need to be self-supporting would constitute a top priority applicant. Younger applicants (between the ages of 14 and 16) have generally proven to be less likely to succeed in class and on the job.

2. Motivation: Some applicants show more desire for enrollment than others after hearing an explanation of the program. Those are sought who have the greatest apparent motivation in this direction.

3. Maturity: Applicants who have had some work experience or who have spent several months seeking work have been found to be somewhat more successful in our program, although no statistical analysis has been made to discover such suspected correlations.

4. Grooming: Some weight is given to this aspect of the interview. However, equally important would be a boy's promise to get a haircut if this would affect his chances for enrollment.

Entrance:

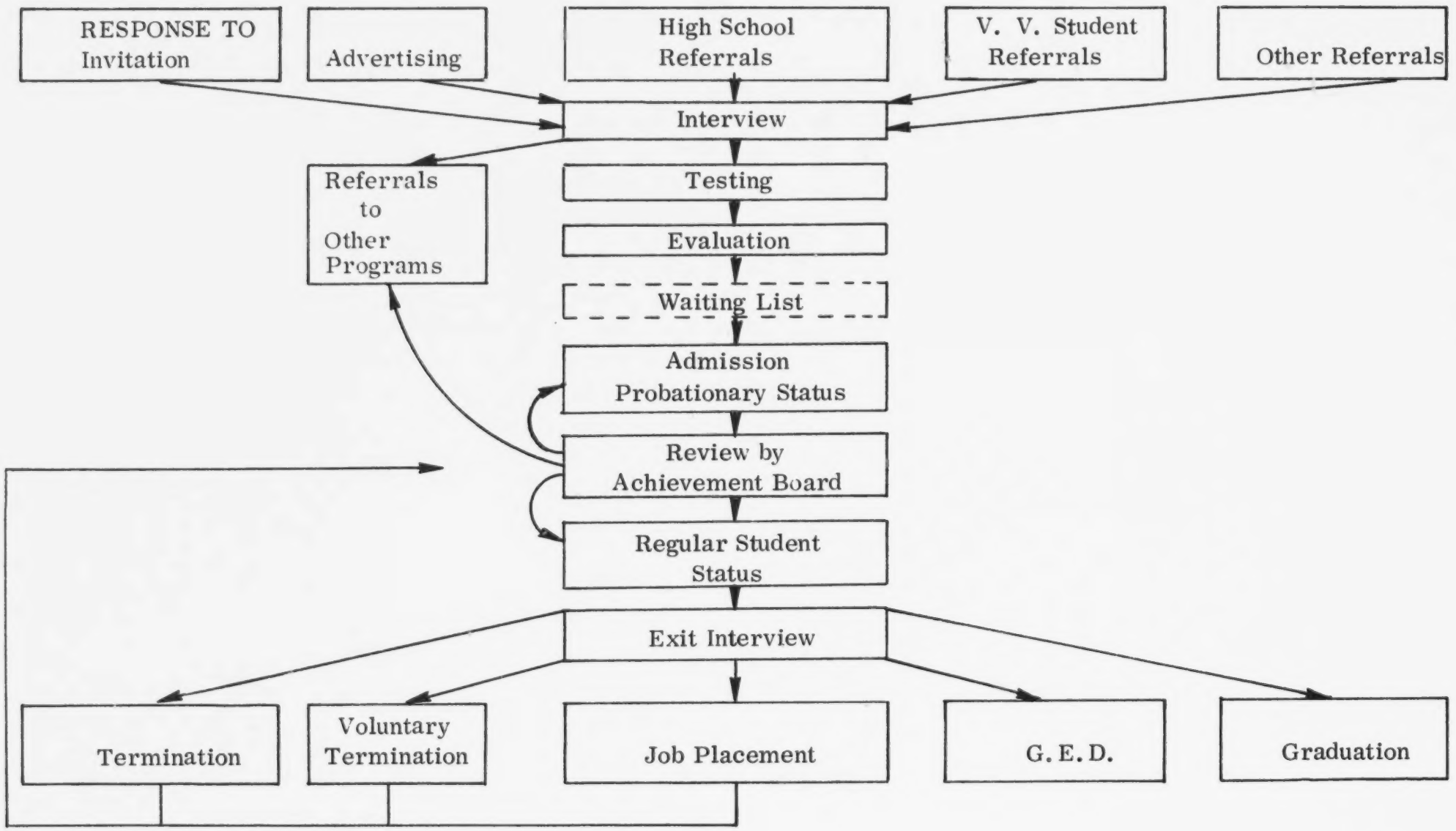
Since students may enter the program at any time during the year, Mondays have been established as an orientation day. A registration job sheet and student handbook were developed to facilitate entrance into the program.

Registration of all students is held at six week intervals with new students being accepted as openings occur in individual classes. Each student plans a schedule with his advisor, secures written acceptance from each teacher on his schedule, and completes program cards for his advisor, the work experience coordinator and the school attendance clerk.

Most of the problems encountered in admission of students can be traced to the lack of staff time. The daily work load for admissions involves 4 to 14 phone conversations, coordination with school counselors, parole officers, case workers and attendance counselors. The applicant's accomplishment of each of the steps toward admission must be verified, records maintained and filing kept up to date. The constantly changing student population complicates student record keeping.

The schematic on the following page depicts the interview and enrollment process which was developed to fulfill this objective of the project.

ENROLLMENT PROCESS



OBJECTIVE NUMBER TWO

Develop instructional content that entails behavior concepts with a job approach

Background

The vocational or occupational cluster offerings at Vocational Village have been designed to give students the opportunity to develop entry-level skills in the occupational area of their choice, or to make possible further training leading to employment in the field of their choice.

The basic education team has a threefold goal:

1. Help students attain the skills necessary for employment in the occupation of their choice

2. Give students an opportunity to develop the decision making skills required for effective citizenship

3. Provide an opportunity for students to participate in all the learning experiences required for high school graduation

Vocational Village staff members have been successful with a variety of teaching methods. In both basic education and vocational offerings, individualized instruction has been the rule except where group activities have been shown to be most effective. An attempt is made to determine the student's present level of achievement through the use of written or performance evaluation devices. After the student's present skill level is determined, an individualized instructional program is designed with him.

Procedures

To carry out the development of individualized curriculum materials, the following responsibilities were assigned to the Curriculum Content and Materials Task Force.

1. Identify goals and objectives of programs offered at Vocational Village

2. Develop guidelines for preparing units of study

3. Develop guidelines for preparing Job Sheets

4. Prepare curriculum materials that enhance the personalized education approach to learning

Staff members worked continuously during the year on these tasks. The curriculum materials, therefore, resulted from actual operation and practical needs of students and instructors.

Process and Materials Developed

The basic unit of instruction utilized to develop a personalized instructional program at Vocational Village is the Job Sheet.

A Job Sheet is a piece of paper with some instructions on it. First, the specific task which the student is required to do is spelled out. Sometimes it will require special tools or other materials. A Job Sheet prescribes a piece of work in which the student and teacher complement each other. The end result is a meaningful learning experience. The student is able to do something that he was unable to do before. In this way the student receives "job credits" for what he does. Just being in school does not count. Job Sheets are written for both the vocational courses and the basic education courses. Progress in all courses is measured by this method.

The Job Sheet system is based on doing. Students continue to try until they accomplish the task. This provides a continuous success or progress curriculum. Students do not fail; they work only until they succeed. This maximizes positive reinforcement. The Job Sheets have two important aspects:

1. They allow the student to progress at his own rate

2. The student is rewarded for doing something as opposed merely to being present

A Job Sheet, by design, is a "bite size" amount of curriculum that the average student can complete in about one hour. However, some students may take longer and some a shorter time to complete a job.

Guidelines for Units of Study:

The following Guidelines for Units of Study were prepared by the Curriculum Content and Materials Task Force.

A Unit of Study may be defined as all or part of the requirements necessary for the completion of a course of study or a Carnegie Unit. A Unit of Study is also referred to as a Task.

1. A Unit of Study should determine and decide what is to be achieved.

   Information and practice necessary to perform in the course should be stated.

The job, not the content of the job, should be explained. For example:

> Welder--The welder possesses a great deal of manipulative skill both in the art of welding and in the jig preparation. He is skilled in blueprint reading and has some knowledge of metallurgy. He is able to join two pieces of metal to form one precision part by arc, gas or spot welding. He is able to specify the type of metal that will most likely meet blueprint specifications. Since there are many ways to weld, he is able to select the method that will yield a satisfactory product.
>
> In addition to understanding the principles of welding, the welder is able to operate sheet metal tools. He is able to shear, break and manipulate sheet metal before joining. He is also experienced in silver and lead soldering techniques. In essence, he is able to construct, join and finish two pieces of metal according to blueprint specifications and to repair broken or perforated members. (Source: Page 8 and 9, Developing Vocational Instruction, by Robert F. Mager and Kenneth M. Beach, Jr.)

2. A Unit of Study should prescribe what is necessary for desired results through preparation of Task Analysis.

   A logically related set of steps should be prepared to complete the Task. It should list all jobs that might be included, select jobs that are absolutely necessary, and assess each job's difficulty by estimating time required for completion and by providing an opportunity to practice skills under conditions as similar to the job as possible.

3. A Unit of Study should provide for evaluation to determine achievement.

   A student's capacity of performance on the job should be measured, as well as his improvement of skills through practice.

Guidelines for Preparing and Using Job Sheets:

A job sheet requires the teacher and the student to work together on a one-to-one basis. It requires the student to participate in the learning act by performing some job which enables him to do something he could not do before. A Job Sheet should include:

I. Heading

A. School identification

B. Student identification

C. Course description and date

II. Unit of work--Subdivided body of content that in total makes up the course of instruction

III. Specific Job--Identification of the specific job to be performed by the student and demonstrated by the teacher

IV. Objective--Stated in terms of being able to do something

V. Equipment and supplies

VI. Procedure for performing job

A. List the steps necessary to perform the job. Confine to six steps if possible

B. Explain key points for carrying out each step (stress safety)

C. Underline new or unfamiliar words on the job sheet and be sure a student learns their meaning

VII. Provide the student individual help when necessary or short class demonstration when applicable

VIII. Check the work

A. If performance is satisfactory, assign the next job

B. If performance is unsatisfactory, explain what is necessary for satisfactory performance and recheck

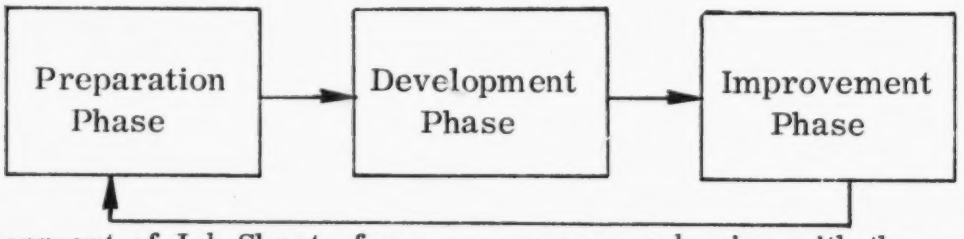
IX. File job sheets and maintain a progress record of jobs completed

X. A job sheet should require a minimum of one class period and a maximum of two class periods for the student to perform

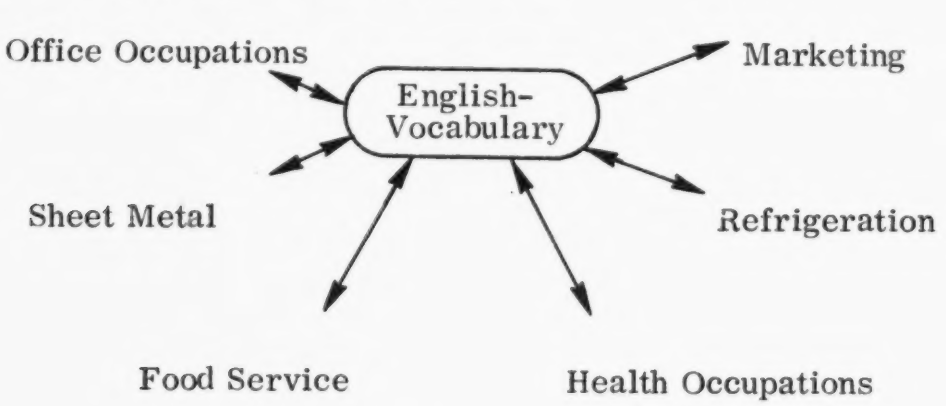
Development of Job Sheets:

A total of 2,650 Job Sheets have been written by Vocational Village staff members. The development of an additional 4,800 is projected.

The three phases of development are indicated by the chart below (see chart on following page).



Development of Job Sheets for a program area begins with the coordinator meeting with every other instructor and discussing the relationships of their curriculum to his program. For example, the English and reading teacher confers with teachers in each vocational area to identify technical vocabulary words necessary for occupations in that area. These become the basis for sets of Job Sheets in English. This process is diagramed as:



As these Job Sheets are used with students, instructors obtain information indicating the need for revisions. For example, the tasks may prove to be too long or complicated, indicating the need to split a single Job Sheet into three or four. Interest expressed by a student may indicate the desirability of developing additional Job Sheets on particular subtasks.

Using this type of feedback, instructors revise Job Sheets and create new ones in the Improvement Phase.

Development of Job Sheets

	Self-Understanding through Occupational Exploration	Human Relations	Food Service	Mathematics	Science	Social Science	Refrigeration	Auto Mechanics	Health Occupations	Office Occupations	Marketing	Home Economics	Welding	English	Reading	Totals
Developed to Date	90	200	40	270	0	340	270	450	50	270	50	100	100	150	270	2,650
Identified for Development	10	70	230	215	315	200	270	270	400	730	310	400	260	380	270	4,805
Totals	100	270	270	500	315	540	540	1,080	450	1,000	360	500	360	630	540	7,455

Use of Job Sheets:

The choice of Job Sheets depends upon the individual student, considering his needs, preferences, dislikes, vocational study and the number of credits he needs for high school completion. Diagnostic testing has been found less effective than an interview, partly because it starts on an impersonal footing rather than the one-to-one relationship.

A conference begins with a typical remark such as: "Well, I am a lousy speller." The next step--to find out how "lousy"--is accomplished through examination and trial of differing levels of materials. This establishes the Job Sheet concept by allowing the student to accomplish something the first session, and gives him a freedom of choice which seems to have a builtin motivating force.

The student's level of competency will noticeably improve if he can begin where he is comfortable and if he continues through progressively more demanding materials.

As the student completes his first two or three Job Sheets, further short conversations are often necessary to provide both the student and teacher assurance that he is getting materials he likes and that they are challening and fulfilling. This recurring process of choosing materials and completing them continues as long as the student is registered in the class.

The following subsections summarize each of the nine curriculum areas offered at Vocational Village and provide a sample Job Sheet for each.

Implications

The process of developing Job Sheets is now well established and there are strong indications of their success in facilitating student learning in vocational subjects. This has resulted in the decision to proceed to a new phase in the Personalized Instruction Program at Vocational Village. This involves the development and use of Job Sheets to integrate the teaching of so called academic subjects (like English and social studies) into the teaching of vocational education. This involves a three-step process.

First, an instructor breaks his subject down into topics. Using English as an example, the topics identified are spelling, vocabulary, capitalization, punctuation, word usage, handwriting, printing, technical writing, technical reading, speech, study techniques, note taking, outlining and dictionary usage.

Second, the relevancy of these topics to vocational program areas is charted. Examples of these charts as applied to the subjects of English, social studies and science are provided on the following pages.

Third, Job Sheets are created for learning elements of each topic in each vocational area. For example, within the topic of Spelling (in English) a set of Job Sheets would be created and used to teach students to spell words related to the vocations of industrial mechanics, refrigeration, food service, etc.

The logic of using Job Sheets to integrate the so called academic and vocational courses is presented in the following English prospectus.

> Perhaps with a greater effect than any other of the academics, English can be incorporated into the teaching of vocational education. Without proper English, written and spoken, the employee could not even apply for work, let alone maintain a job with any hope of efficiency or advance.
>
> While there is much to be said for Shakespeare, poetry and Old English, it has little meaning for the vocationally minded student. More essential in their lives will be particular skills of good, clear communication. Instead of teaching them useless information for the sake of tradition, such skills as vocabulary and spelling can be taught in their chosen vocation. They can learn to read and write technical materials which they must one day be able to interpret in order to maintain or advance themselves in life. While teaching reading skills and giving drills in grammar, why not make the material applicable to the student's interest?
>
> All students must know how to write legibly, and they can practice writing words and sentences which have meaning to them. If their writing is illegible or if their chosen field requires printing, printing should be taught.
>
> Also in preparation for the world outside, such skills as the knowledge of how to write a business letter, a letter of application, proper form in writing a resume, application for credit, are essential.
>
> The result of using well planned relevant material coordinated with vocational interests will be rewarding both to the student and to the teacher who finds it difficult to interest students in traditional academics.

The use of Job Sheets to learn specific individual skills and bits of knowledge which make up a unit and contribute to the eventual achievement of a student's goal is presented in the following schematic.

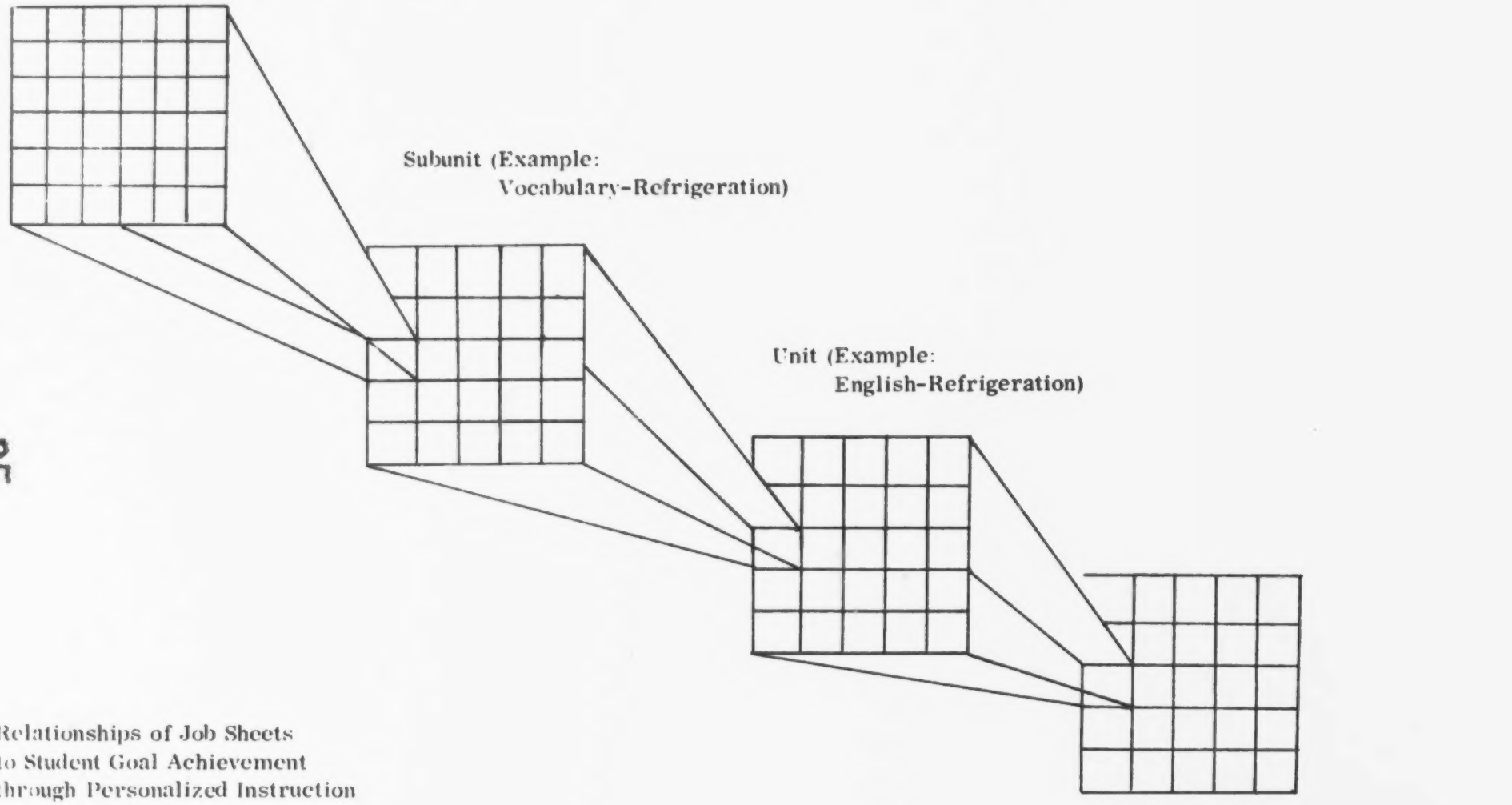
English Matrix

	Spelling	Vocabulary	Capitalization	Punctuation	Word Usage	Handwriting	Printing	Technical Writing	Technical Reading	Speech	Study Techniques	Note-taking	Outlining	Dictionary Usage				
Ind. Mechanics	x	x	x	x	x	x	x	x	x	x	x							
Refrigeration	x	x	x	x	x	x	x	x	x	x	x							
Food Service	x	x	x	x	x	x	x	x	x	x	x							
Home Economics	x	x	x	x	x	x	x	x	x	x	x							
Marketing	x	x	x	x	x	x	x	x	x	x	x							
Sheet Metal	x	x	x	x	x	x	x	x	x	x	x							
Office Occupations	x	x	x	x	x			x	x	x	x	x	x	x				
Health Occupations	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
Welding	x	x	x	x	x	x	x	x	x	x	x							
Heating	x	x	x	x	x	x	x	x	x	x	x							
Post-H. S. preparation	x	x	x	x	x	x	x	x	x	x	x	x	x	x				

	Nutrition Unit	Human Biology	Intro. Chemistry	Intro. Physics	Power Physics	Gas Laws	Food Sanitation	Environmental San.	Metallurgy	Graphs	Tables	Measurement	Basic Electricity
Auto Mechanics			x		x	x		x		x	x	x	x
Refrigeration			x		x	x		x		x	x	x	x
Food Service	x		x				x	x		x	x	x	
Home Economics	x	x					x	x		x	x	x	
Marketing							x	x		x	x	x	
Sheet Metal				x				x	x	x	x	x	x
Office Occupations								x		x	x	x	
Health Occupations	x	x	x				x	x		x	x	x	
Welding				x					x	x	x	x	x
English										x	x		
Math													
Science													
Social Studies													

Social Studies Matrix

	Unions	Professional Organizations	Budgeting	Taxation	Job Application & Choice	Maintaining a Job	Human Relations	Saving & Investing for Future	Use of Leisure Time	Geography	Economics	Personal Growth	Propaganda Techniques	Persuasive Psychology	Ecology	Industrial Economics	Unemployment	Automation
Auto Mechanics	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Refrigeration	x		x	x	x	x	x	x	x		x	x	x	x		x	x	x
Food Service	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Home Economics		x	x	x	x	x	x	x	x		x	x	x	x	x		x	x
Marketing	x		x	x	x	x	x	x	x	x	x	x	x	x		x	x	x
Sheet Metal	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Office Occupations	x		x	x	x	x	x	x	x		x	x	x	x		x	x	x
Health Occupations		x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Welding	x		x	x	x	x	x	x	x		x	x	x	x	x	x	x	x
Heating	x		x	x	x	x	x	x	x		x	x	x	x		x	x	x
Post-H.S. Prep.		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x


Alternate Job Sheets
(Example: Different word clusters and levels of difficulty in spelling)
Subunit (Example: Vocabulary-Refrigeration)
Unit (Example: English-Refrigeration)
Student Goal
(Example: Employment as Refrigeration Repairman)

Relationships of Job Sheets
to Student Goal Achievement
through Personalized Instruction

CURRICULUM AREAS

AND

SAMPLE JOB SHEETS

English

Goal:

The English skills program is designed to develop the student's use of his language to assist his vocational, academic and social success. It should be adapted to his needs to use information, make decisions, be an actively contributing member of his community and bolster his self-worth.

Job Sheets:

Job Sheets have been developed in 14 topics. They are:

1. Spelling
2. Vocabulary
3. Capitalization
4. Punctuation
5. Word Usage
6. Handwriting
7. Printing
8. Technical Writing
9. Technical Reading
10. Speech
11. Study Techniques
12. Note Taking
13. Outlining
14. Dictionary Usage

On the following page is a sample Job Sheet for English.

Name_____ Advisor_____
Class English, Reading, Office Occupation J.S.____ Date_____

Unit of Work: VOCABULARY FOR OFFICE OCCUPATIONS

Specific Job: Studying the common vocabulary of an Office Occupations class.

Objective: The student will define the following Office Occupations terms and use them correctly in a sentence.

Equipment: Dictionary or Office Occupations Manual - Pen - Paper

Procedure: Look up the meanings of the following terms and then use them correctly in a sentence.

1. Terms:

dictaphone_____
dictation_____
typist_____
margin_____
filing_____
stenography_____
typewriter_____
adding machine_____
stencil_____
ditto_____
xerox_____
photostat_____
bookkeeping_____
office_____
clerical_____
receptionist_____
correspondence_____
edit_____
executive_____
interoffice_____
memorandum_____
notification_____
post_____
referral_____
technique_____

Instructor_____ Portland Public Schools

J. S. File Code_____ VOCATIONAL VILLAGE

Food Occupations

Goal:

Upon completion of the food service occupations program, a student should be able to:

1. Understand and explain the scope and importance of the food service industry and its opportunities for employment

2. Demonstrate personal qualities such as good grooming, appropriate dress, pleasing manners and cooperative attitudes

3. Maintain positive human relationships that contribute to success in working with others and in serving the public

4. Use sanitary methods of preparing, serving and storing food

5. Practice safety in all kitchen procedures

6. Demonstrate proper use, care and maintenance of equipment

7. Plan and use time efficiently and practice teamwork and self-direction

8. Perform tasks responsibly and efficiently and demonstrate good work habits

9. Meet standards of excellence in food quality and understand the importance of uniformity in quality

10. Plan menus in relation to appetite appeal, nutritional adequacy and cost factors

11. Solve some problems in food cost control and record keeping

12. Identify basic principles of food purchasing

13. Demonstrate some skill in food preparation

On the following page is a sample Job Sheet for Food Occupations.

Name_____ Advisor_____

Class_____ J. S._____Date_____

Unit of Work: COOK'S HELPER

Specific Job: Menu Study

Objective: The student will show his knowledge by studying the following menu terms, and will be able to take an order using these terms.

Occasionally a menu contains foreign words. While such words are decreasing year by year, it nevertheless pays to know what they mean. Study and memorize the meanings of the following expressions:

a la	after the style or fashion of
a la carte	on the bill of fare; prepared as ordered
a la King	served in a cream sauce containing mushrooms, green peppers and pimientos
au jus	in its natural juice or gravy
canape	a small piece of toast or bread on which savory foods are spread - used as an appetizer
carte du jour	menu of the day
compote	fruit stewed in syrup
consomme	clear soup usually made of chicken and veal stock, clarified and served hot or jellied
creole	prepared with tomatoes, green peppers, and onions
demi tasse	a small cup of after dinner coffee, usually black
eclairs	French choux paste filled with a cream filling and iced
entree	main dish
en casserole	baked or served in an individual dish
fillet	a boneless loin cut of beef, veal or pork, or a boneless strip of fish
fricassee	a meat or chicken stewed and served with a thickened white sauce
glace	frozen or glazed
hor d'oeuvres	savory foods served as appetizers
jardiniere	a mixture of garden vegetables
julienne	cut in thin strips
mayonnaise	a salad dressing made with egg, oil, and lemon juice or vinegar
meringue	a baked dessert made of white of egg and sugar or topping of pastry
poulet	chicken
printaniere	spring; may be used to describe service with fresh vegetables
puree	a thick-sieved vegetable or fruit; a thick-sieved soup browned
saute	fried in a small amount of fat
souffle	light, puffed; in a light egg mixture served as an entree
table d'hote	a meal served in several courses at a set price

Descriptive words - Instead of saying just "carrots," or "asparagus" say "new carrots" or "new asparagus." Say "green" peas, beans, or onions. Speak of vegetables, chicken or lamb as "young." Say "fresh" fish, eggs, fruits, or vegetables. Use the word "chilled" when you tell of the melons, vegetable juice or fruit. Say "crisp" when you mention bacon or waffles.

Performance Evaluation:

Instructor_____

J. S. Code File_____

Home Economics

Goal:

The Home Economics program is primarily concerned with strengthening family life through:

1. Educating the individual for family living

2. Improving the services and goods used by families

3. Conducting research to discover the changing needs of individuals and families and the means of satisfying these needs

4. Further community, national and world conditions favorable to family living

5. Preparing youth and adults for entry into wage earning occupations using the knowledge and skills of home economics

Job Sheets:

Job Sheets correspond to eight units of instruction.

1. Human relationships

2. Home management

3. Child care and development

4. Clothing and related areas

5. Food and nutrition

6. Housing and home furnishings

7. General homemaking

8. Family living

On the following page is a sample Job Sheet for Home Economics.

Name_____ Advisor_____

Class_____ J.S._____ Date_____

Unit of Work: CHILD CARE

Specific Job: Safety in the Home

Objective: By canvassing and analyzing your own home living situation, you will list 7 hazards that oould be dangerous, and write possible measures to take to prevent injury.

Equipment: Magazine, Today's Health, January, 1970, page 55
Book: Homes With Character, chapter 1

Procedure: Read reference and complete.

Steps	Key Points
List at least 7 hazards around the home.	How can injury be prevented?
1.	
2.	
3.	
4.	
5.	
6.	
7.	

Performance Evaluation:

Instructor_____

J. S. File Code_____

Portland Public Schools

VOCATIONAL VILLAGE

Human Relations

Goal:

The Human Relations program is designed to motivate the student to:

1. Use public and educational facilities, churches and civic organizations

2. Participate and lend a helping hand to those less fortunate

3. Live in harmony with his fellow man

4. Make the area in which he has chosen to live one of pride

Job Sheets:

Job Sheets for this program are designed to motivate students, increase their ability to relate to others, and enable them to obtain employment and advance in the field of their choice.

On the following page is a sample job sheet for Human Relations.

Name_____ Advisor_____

Class_____ J.S._____ Date_____

Unit of Work: EMPLOYMENT

Specific Job: Identifying the Clothes You Wear and Job Equipment

Objective: You will be able to identify the type of clothes you would wear for certain events and places. After carefully reading the Job Sheet, you will be able to determine the kind of things people use in certain jobs.

Steps

1. Answer with - "yes", "no", or "maybe" if you would wear SPORT CLOTHES to the events in the opposite column.

1. stores_____
2. classes at school_____
3. Church services_____
4. restaurants_____
5. office for job interview_____
6. skating rink_____
7. wedding_____
8. museum_____
9. movies_____
10. dance_____
11. formal parties_____
12. funerals_____
13. luncheons_____
14. parks_____
15. job hunting_____

2. Associate the things in the lists with the different jobs indicated.

string	soda	hair spray	ice cream
flashlight	gym shoes	dishes	bow and arrow
mosquito spray	nail polish	wrapping paper	hair curlers
scotch tape	bread	bathing suit	straws
face powder	stamps	eyebrow pencil	boxes

BEAUTY PARLOR	MAILING ROOM JOB	COUNSELOR JOB	RESTAURANT JOB
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.

Instructor_____ Portland Public Schools

J. S. Code File_____ VOCATIONAL VILLAGE 41

Industrial Mechanics

Goal:

The Industrial Mechanics program is designed to provide the student with adequate skills and basic technical related information to assure him initial placement in any one of a number of mechanical and related occupations. The broad cased mechanical training should make it possible for each student to progress on the job, in further education or industry training programs.

Job Sheets:

Students are provided experiences in safety, use of tools, small engine repair, basic electricity, auto electricity, auto tuneup, etc. Job Sheets are designed to expose the student to as many systems as possible and to acquaint him with procedures which are applicable to further technical training.

On the following page is a sample job sheet for Industrial Mechanics.

NAME _____ ADVISOR _____

CLASS _____ J. S. TR-5 DATE _____

Unit of Work: TRANSMISSIONS

Specific Job: Clutch-gear and associated parts.

Objective: You will remove and replace a clutch-gear bearing assembly in a transmission by following directions below.

Equipment: Transmission, necessary tools.

Procedure

Steps

1. Remove the clutch-gear bearing retainer from the front of a transmission. Remove shift howsing as per J. S. TR-4.
2. Remove shaft and bearing assembly. Be careful not to lose needle bearings which are inside the shaft.
3. Remove bearing nut or lock ring and remove bearing from shaft.
4. Wash and inspect all parts. List all bad parts.
5. Reassemble and install in transmission. Use grease to hold needle bearings in place.

Performance Evaluation: Show your instructor the completed transmission· turn in job sheet.

Instructor _____ Portland Public Schools

J. S. File Code _____ VOCATIONAL VILLAGE

Marketing

Goal:

The Marketing curriculum is divided into three areas: basic marketing, career development and specialist marketing. The objectives for each are:

Basic Marketing

1. Prepare high school students for entry level employment in a basic distributive occupation

2. Qualify persons attending secondary schools for enrollment in a more advanced course of marketing

Career Development

1. Prepare students for employment in intermediate marketing occupations requiring advanced study and technical skills

2. Qualify students enrolled in the career development program for more specific and individualized instruction through a specialist marketing program

Specialist Marketing

1. Prepare students for specialization in specific marketing functions

2. Prepare students for decision making responsibilities related to their specialized area

3. Provide qualified students with the technical knowledge and the practical experience necessary to achieve a subprofessional level of competency in their area of specialization

Job Sheets:

Job Sheets have been developed in 41 subunits of the Marketing program. They are:

Basic Marketing

- Salesmanship
- Product technology
- Human relations
- Merchandise math
- Communication
- Cash register
- Sales promotion
- Stock control
- Finance-credit and collection
- Record keeping
- Job seeking techniques

Marketing

Career Marketing

- Career salesmanship
- Market research
- Advanced advertising
- Job seeking techniques
- Management functions
- Business organization
- Buying fundamentals

Specialist Marketing

- Professional salesperson
- Autoparts counterman
- Drug store
- Floristry
- Hardware
- Home furnishings
- Jewelry store
- Men's furnishings
- Menswear
- Paint and wallpaper
- Ready-to-wear
- Shoe store
- Sporting goods
- Auto service station attendant
- Checker (cashier)
- Credit interviewer
- Display helper
- Grocery clerk
- Marker-stockman
- Office clerk
- Produce clerk
- Receiving clerk

On the following page is a sample job sheet for marketing.

NAME _____ ADVISOR _____

CLASS MARKETING J.S. 1 DATE _____

Unit of Work: NCR COURSE - KIENOW'S FOOD STORES

Specific Job: Entering Cash Sale; customer tenders cash, one check, two checks both cash and check and add on sales.

Objective: Using and NCR Class 5 you will be able to enter the various types of cash sales and an add on sale four times each with no errors.

Equipment: NCR Class 5 and Kienow's Unit.

Procedure:

Steps	Key Points
1. You must have completed the PAC Unit before beginning this unit.	
2. Complete the transactions on pages 1. 2, 3, 4, and 5 four times each.	2. If you have any questions about the instructions for the exercise ask the instructor.
3. Compile all tapes and forms in order for each page and attach them individually to the job sheet.	

Performance Evaluation:

Instructor _____ Portland Public Schools

J. S. File Code _____ VOCATIONAL VILLAGE

Sample Transaction referred to in Job Sheet:

C A S H S A L E

-CUSTOMER TENDERS A CHECK-

1. Record the prices of all items on the proper department keys.

2. After all items have been recorded, depress the Sub Total Key.

3. Index the amount of the check on the keyboard, and place the check on the register printing table.

4. Depress the Checks Tendered Key.

   NOTE: This key will not operate unless the check has been inserted on the printing table at the same time the Checks Tendered Key is depressed. The check will automatically be endorsed.

5. Remove the check from the printing table.

6. Depress the Change/Balance Due Key.

7. Make the correct change to the customer.

Mathematics

Goal:

The Mathematics program provides an opportunity for each student to develop the mathematics skills necessary to function successfully in his chosen occupation.

The general objective for the mathematics program is to prepare the student to satisfactorily perform tasks related to whole number operations, fractions, decimals, percentage and measurement which are required for his occupational success.

In addition, special objectives have been established for individual study areas. For example, mathematics for automotive trades provides a series of practical experiences in applying mathematical skills to provide solutions for problems in the automotive trades.

Job Sheets:

More than 200 Job Sheets were developed in four areas of mathematics.

On the following page is a sample Job Sheet for Mathematics.

Name _____ Advisor _____

Classes: Math - Office Occup. - Marketing
Ind. Mech. - Metals

Date _____

Unit of Work: BUSINESS MATHEMATICS

Specific Job: CONVERTING FRACTIONS TO DECIMALS & DECIMALS TO PERCENTAGES

Objective: Following the steps below and using the attached chart, you will be able to convert fractions to decimals and decimals to percentages. You must be able to convert the most common fractions: 1/4 - 1/5 - 1/6 - 1/8 - 1/10 - 1/12 - 1/16 without the aid of the chart in the presence of your instructor.

Equipment: Pen or Pencil - Scratch Paper

Procedure:

Steps	Key Points
1. Refer to the attached chart to convert the fractions listed on the back of this job sheet to decimals.	See the instructor if you need help. Formula: Divide the numerator by the denominator. EXAMPLE: Fraction: 1/4 = Decimal: .25 .25 4) 1.00 8 20 20
2. Convert each decimal to a percentage. Refer to back of job sheet.	Move the decimal point two places to the right and add a per cent sigh (%) EXAMPLE: .25 Decimal = 25% .05 Decimal = 5% .333 Decimal = 33.3%

Instructor _____

J.S. File Code _____

Portland Public Schools

VOCATIONAL VILLAGE

Office Occupations

Goal:

The Office Occupations program is designed to provide students with adequate clerical skills and basic technical related information to assure initial placement in any one of a number of office positions.

Office Occupations is divided into three clusters: Clerical, Stenographic and Accounting. Each cluster is intended to acquaint the student with the skills and knowledge required for job entry level in common office positions.

Job Sheets:

Emphasis is on both occupational requirements and characteristics such as appearance, dress, grooming, care of equipment, quality of work, initiative to improve, interest and response to direction.

Job Sheets created for the Clerical Cluster are based on the following courses: Typing, Record Keeping, Business Machines and Clerical Office Practice. Accounting Cluster Job Sheets are designed for course work in Accounting, Business Machines, Business Math and Typing. The Stenographic Cluster includes Job Sheets designed for course work in Communications, Typing, Office Procedures and Shorthand.

On the following page is a sample job sheet for Office Occupations.

Name_____ Advisor_____

Class OFFICE OCCUPATIONS-Typing II J.S._____ Date_____

Unit of Work: OFFICE PRACTICE

Specific Job: "A Secretary's Day At The Office" -- Job #2

Objective: You will type a letter with one carbon copy from a roughed-out copy. Your letter must be mailable.

Equipment: Typewriter - Eraser - Typing Paper - Carbon

Steps	Key Points
1. Assemble all of the necessary supplies at your work area.	1. Keep your work area neat at all times.
2. Read the rough copy of the letter.	2. If you have questions, see the instructor.
3. Type a rough copy for your convenience.	3. Proofread your typewritten copy.
4. Use the rough copy to type your final copy. (typewritten copy)	4. Remember you are to make one carbon copy.
5. Proofread your final copy.	5. It must be free from typing errors and this letter must be mailable.
6. Place all of your work in your folder.	6. If you have questions, see the instructor.

Performance Evaluation: The letter must be free of typing errors.
Corrections must not be noticeable.
The letter must be mailable.

Instructor_____ Portland Public Schools

J. S. File Code_____ VOCATIONAL VILLAGE

Refrigeration

Goal:

The Refrigeration program is designed to provide the student with adequate skills and basic technical related information to assure initial placement in any one of a number of refrigeration and related occupations. The board base refrigeration training should make it possible for each student to progress on the job, in future education or industry training programs.

Job Sheets:

Job sheets have been created to provide students with experiences in:

1. Safety
2. Fundamentals of refrigeration
3. Breakdown of compressors
4. Study of refrigerants and temperature differences
5. Viscosity of refrigerant oils

On the following page is a sample job sheet for Refrigeration.

NAME_____ ADVISOR_____

CLASS_____ J.S. 3.21 & 3.22 DATE_____

Unit of Work: COMPRESSORS

Specific Job Seals--"Diaphragm" and "Rotary"

Objective: You will be able to give the purpose and operation of above seals as directed in TR3-21 and TR3-22 slides in Carrier Manual #3.

Equipment: Slides in Carrier Manual #3 (TR3-21 & TR3-22)
Rotary Seal
Diaphragm Seal
Pencil

Procedure: Study TR3-21 & TR3-22. Examine the seals. Answer the questions

1. On the diaphragm seal, what is the purpose of the Fulcrum?

_____

_____

_____

2. Does the diaphragm turn? _____

3. At which point does this seal prevent the escape of gas?

_____

_____

4. With the rotary seal, what holds the seal against the polished cover plate?

_____

_____

5. Does the rotary seal turn with the shaft? _____

6. Which type of seal studied about is used most? _____

Performance Evaluation:

Instructor_____ Portland Public Schools

J. S. File Code_____ VOCATIONAL VILLAGE

Social Studies

Goal:

The Social Studies program is designed to increase a student's understanding and knowledge about the world in which he lives. It prepares the student for problem facing and solving and helps him gain a personal philosophy. The student is encouraged to identify the difference between facts and opinions.

Job Sheets:

Job Sheets have been developed in 18 topics:

1. Unions
2. Professional Organizations
3. Budgeting
4. Taxation
5. Job Applications
6. Maintaining a Job
7. Human Relations
8. Saving and Investing
9. Leisure Time
10. Geography
11. Economics
12. Personal Growth
13. Propaganda Techniques
14. Persuasive Psychology
15. Ecology
16. Industrial Economics
17. Unemployment
18. Automation

Students are encouraged to work independently outside the classroom by interviewing people, watching TV specials, listening to radio programs on current problems, and attending lectures and special events.

They present information to the class in the form of written reports, oral reports and by participating in class discussions.

On the following page is a sample job sheet for Social Studies.

Name_____ Advisor_____

Class: Social Studies, Reading, Sheet Metal, Welding, Food Service, Refrigeration, Mechanics, Office Occupations

J.S. #_____ Date_____

Unit of Work: Unions and Unionism

Specific Job: Introduction to the Labor Union

Objective: The student will read pages 81-86 of the Labor Sector by Chamberlin and then answer all of the following questions.

Equipment: Book, pen, paper

Procedure: Read pages 81-86 on "Unions as Agents and Institutions." Carefully answer all of the questions below. If you have any difficulty with the reading or with the questions, ask the instructor for help.

Questions for Comprehension:

1. What is a labor union?

2. What are the seven factors which a prospective worker looks at when interviewing for a job?

3. What part can a union play in achieving these things for the worker?

4. Why do workers organize and join unions?

5. How do unions represent workers?

Performance Evaluation:

Instructor_____ Portland Public Schools

J.S. File Code_____ VOCATIONAL VILLAGE

Welding

Goal:

The Welding program is designed to develop skills, judgment and attitudes for work in the metal building trades. The broad based welding techniques training course makes it possible for each student to progress on the job, in further education, or industry training programs.

Job Sheets:

Job Sheets have been developed to increase skills in six areas:

1. Shop safety
2. Shop math
3. Fundamentals of welding metallurgy
4. Blue Print reading for the welder
5. Welding theory
6. Welding practices

On the following page is a sample job sheet for Welding.

Name_____ Advisor_____

Class_____ J.S. 2 Date_____

Unit of Work: WELDING

Specific Job: Identification of Metals

Objective: You will be able to complete the attached exercise on the IDENTIFICATION OF METALS with a 90% standard of accuracy.

Equipment: Forging & Welding Study Book, page 18 - pen or pencil

Steps	Key Points
1. Read page 18 in the Forging & Welding Study book.	1. See the instructor if you need help.
2. Complete the attached exercise.	2. Handwriting must be legible.
3. Have your instructor check your work and sign this Job Sheet.	3. If you miss more than 10% of the work, get a new Job Sheet and repeat this exercise.
4. Record this job on your job recording sheet.	
5. Go on to the next Job Sheet.	

Performance Evaluation:

IDENTIFICATION OF METALS exercise must be completed with a score of no less than 90%.

Instructor_____ Portland Public Schools

J. S. File Code_____ VOCATIONAL VILLAGE

Reading

Goal:

The goal of the reading program is to increase reading achievement to at least the fifth grade level for each graduating student.

Specific objectives are:

1. Build confidence and visual memory

2. Systematically review and teach words in the Basic Adult Vocabulary

3. Use phonics where a student has a problem with sight vocabulary and word attack skills

4. Develop accurate pronunciation

5. Develop comprehension and efficiency in reading

6. Increase the rate of reading

7. Increase ability to read more critically

8. Use vocational subject matter to encourage reading

Job Sheets:

To accomplish these objectives, Job Sheets have been created in the following areas:

1. Visual Memory

2. Basic Adult Vocabulary

3. Simple Sentence Reading

4. Basic Writing (Spelling)

5. Phonics

6. Independent Reading

7. Visualization (Listening Skills)

8. Vocabulary

9. Comprehensive Building

10. Increasing Reading Rate

11. Practical Prose

12. Vocational Related Reading

13. Test Directed Studies

14. Skimming

On the following page is a sample job sheet for Reading.

Name_____ Advisor_____

Class_____ J.S._____ Date_____

Unit of Work: READING-REFRIGERATION

Specific Unit: A to Zero of Refrigeration (Producing Cold with Heat) pages 76-81.

Objective: You will be able to demonstrate your comprehension of this chapter by answering the questions; defining terms and describing operations of the absorption refrigeration diagram.

Equipment: A to Zero Book - Pen or Pencil - Job Sheet

Steps	Key Points
1. Read this chapter carefully, pages 76-81.	1. Study pages 80-81 extra carefully.
2. Explain in your own words, the Faraday experiment.	
3. Re-draw the absorption refrigeration diagram on the back of this sheet.	3. Label and explain how it works. DO NOT COPY!
4. Define the following words: a. intermittently b. silver chloride c. distillery d. liquefied e. laden f. peculiar g. magnatism h. exploratory.	

Performance Evaluation:

Instructor_____ Portland Public Schools

J. S. Code File_____ VOCATIONAL VILLAGE

OBJECTIVE NUMBER THREE

Identify community agencies and other programs that offer complementary services

Background

Since the inception of the work experience program, key people from government agencies, employers and community associations have visited Vocational Village. In almost every case a visitation has resulted in a commitment for cooperative involvement, and in many instances students were interviewed and hired before the representative left.

These and other experiences demonstrated that increased involvement of government agencies and businesses would result in program improvements.

Procedure

In April 1969 a work experience coordinator was added to the staff. The coordinator worked with members of the Curriculum Content and Materials Task Force to identify and encourage potential cooperative arrangements in the community.

Agencies Identified and Results

Several agencies were identified for potential assistance in the operation of Vocational Village programs.

One example of a cooperative project which resulted is the Junior Advertising Club of Oregon. Members of the club contributed time and resources to prepare a promotional campaign and secure advertising and announcements on billboards, television and radio. They also prepared and printed a brochure "A Second Chance for a First Class Education." As a result of their efforts, the Vocational Village now has a waiting list of approximately 100 students wishing to enroll. It also has resulted in a continuous flow of inquiries from students who have not made it in the traditional school.

Other organizations providing assistance in various ways are:

Youth Progress Association
National Restaurant Association
Job Development Workers of Portland
Portland Chamber of Commerce
Youth Adventures, Inc.
Retail Employees Union Local 1092
Catholic Service
Tri-County Community Council
Legal Aid Service

In June 1969 a Beauty School Satellite program was started in collaboration with the University Beauty College, a private commercial school. The success of this program has resulted in negotiations with several private industries to develop other satellite learning projects.

The Carrier Corporation, through its local affiliated company Airefco Corporation, jointly developed a training program in refrigeration. The corporation has already hired one student who completed their 18 month program. Four more Vocational Village students have recently received certificates of completion of the Carrier program, with one student receiving the highest score ever recorded by Carrier.

Other cooperating businesses now include Tektronix, Hyster, Francis Ford, Homewell, and the Denny's Restaurant chain.

More than 140 employment opportunities have been provided by business and industry as a result of efforts to increase community involvement. Businesses and industries employing Vocational Village graduates include:

U. S. National Bank
First National Bank
Tektronix, Inc.
Hood Tire
Western Wood Mfg.
Hyster, Inc.
ESCO
Oreg. Physician Service
Woolworths
Meier & Frank Co.
Mannings
Denny's
Bess Kaiser Hospital
Providence Hospital
Peter Corvallis Film Prod.
Yaw's Top Notch
Pacific N. W. Bell
Hilton Hotel
Disco Mart
Safeway
Modern Fire Screen
Chandler's
City Refrigeration
Oregon Brass Works
Hanna Enterprises

Several government agencies have also become involved in Vocational Village programs. Agencies employing graduates include Bonneville Power Administration, Bureau of Indian Affairs, U. S. Forest Service, Bureau of Land Management, Portland School District, U. S. Post Office and Neighborhood Youth Corps.

Agencies used for referrals include:

Division of Vocational Rehabilitation--Assists in encouraging students under their foster care programs to stay in school and accepts students who have problems which Vocational Village is not prepared to cope with.

Multnomah County Welfare--Clothing and bus transportation is provided for students.

Youth Opportunity Center--Assists in placing economically deprived students in the NABS program.

Small Business Administration--Offers services to assist satellite programs.

OBJECTIVE NUMBER FOUR

Improve the procedure of evaluating student progress

Background

It was evident early that an individualized and personalized approach to instruction would require special procedures as students progressed through their programs.

During the first nine months of the program, student Job Sheets were handed to the instructor for checking and forwarded to the student's advisor the end of each week for an advisor-student conference. The advisor filed the Job Sheets for each student in a three-ring notebook. This procedure had merit for the student who was always present on Friday and who was working hard. But it was a cumbersome paper shuffling procedure which left the advisor with piles of Job Sheets for the Friday absentees.

Procedure

The Evaluation Task Force was assigned the following responsibilities:

1. Develop procedures for recording and reviewing student progress and performance

2. Establish a procedure for measuring student progress through the Job Sheet approach

Process Developed

Monitoring Student Progress:

As a result of study by the Task Force, the recording of progress has been revised in this way:

1. Instructors retain job sheets after checking and filing them.

2. Instructors use a single sheet called Teacher's Job Sheet Memorandum to the Advisors (Table A following this section) to report a student's six-week totals.

3. The advisor records these totals at the end of each six-week registration period on the Record of Job Sheets Earned (Table B) which he keeps together in a looseleaf notebook. For each Job Sheet completed, one of the 45 circles on the form is filled in.

4. When the student has completed 45 Job Sheets in a learning area, the advisor uses the One-half Credit Certificate (Table C) by dating the Record of Job Sheets Earned and forwarding the certificate to the filing clerk.

5. The one-half credit (one-half Carnegie Unit) is recorded in the student's file by adding it to his transferred credits and previously earned job sheet credits.

This method has eliminated lost job sheets. It results in recording daily progress of a student and makes his long-term achievement quickly evident.

Evaluation of Student Progress:

At the end of a six-week period, every instructor totals the number of Job Sheets completed by students and a master sheet is prepared. From this, the number of Job Sheets completed per day (JSPD) can be computed.

Based on JSPD's, a time formula has been worked out. The student who averages 1.9 JSPD would graduate from high school in 5 years. The student who finishes 7 or more JSPD can complete high school in less than 1-1/2 years.

A wide variation in student progress--37 times as many Job Sheets for the most productive student over the least productive is shown in the following excerpt from a Job Sheet Completion Form. This variation caused the staff to formulate the Appeals Board. This Board is composed of the director, attendance secretary, students' advisor and as many teachers as can attend. Students with very slow social, academic or vocational progress are identified and their parents are notified of the staff's concern. The parents and student are invited to attend a scheduled meeting. The student may appear alone, but parents' response has been good. The purpose of the meeting is for all to agree to future levels of accomplishment over a probationary period.

If the student is nearly 18 years old and graduation is still far off at even a high JSPD level, the staff, parents and student may elect to try the General Education Development Test (GED). If this is desired, the student receives assistance in scheduling classes or finding independent study materials which will reinforce his skills where they are weak.

If the Appeals Board and the student can work out a satisfactory program, the student reenters on probation. A student on probation must check each day with his advisor and have each teacher indicate the number of Job Sheets completed on a Probationary Student Daily Report. This report is submitted to his advisor at the end of each day.

When no workable solution is attainable, the student is dropped and referred to other agencies, schools, programs or services.

(TABLE A)

Teacher's Job Sheet Memorandum to Advisors

To: _____ Date_____
Advisor

From: _____
Teacher's Signature

Student: _____ Class:_____

I certify that the above named student has completed _____ Job Sheets.

These Job Sheet memoranda are to be sent to advisors on the last day of each six-week period.

(TABLE B)

NAME	RECORD OF JOB SHEETS EARNED	HALF CREDITS EARN DATE	SIGN.
HEALTH / PE	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
PHYSICAL ED.	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
MATHEMATICS	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
SCIENCE	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
SOCIAL STUDY (1)	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
SOCIAL STUDY (2)	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
SOCIAL STUDY (3)	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
ENGLISH (1)	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
ENGLISH (2)	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
ENGLISH (3)	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		
	○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○ ○○○○○		

(TABLE C)

One-half Credit (45 Job Sheets) Certificate*

From: _____ Date _____
Advisor's Signature

To: _____
Counselor

Student's Name: _____

This is to certify that the above named student has earned one-half credit in

_____.

*To be sent by advisor to counselor upon student's completion of 45 Job Sheets in any subject. The counselor will record this information in student's permanent record, and this copy will be filed with it.

Job Sheet Completion Form
(excerpt)

			Job Sheets Completed to 3-14	Days in Program	Job Sheets Per Day
47 Pulido, Cheryl	Burns	8/5/68	203	135	1.5
35 Radford, Joyce	Bidgood	8/5/68	203	135	1.5
72 Rawlinson, Julia	Bidgood	8/5/68	551	135	2.6
28 ReSue, Cindy	Leonard	4/8/69	115	44	2.6
99 Robinson, Enola	Bidgood	9/16/68	350	105	3.3
36 Rowland, Garry	Carhart	8/5/68	359	135	2.6
148 Roy, Cathy	Miller	12/9/68	103	57	1.8
53 Ruby, Eve	Bidgood	2/7/69	30	25	1.2
152 Rudie,	Stefansen	9/16/68	120	105	1.0
107 Salvo, Diane	Leonard	9/16/68	211	105	1.9
77 Sanchez, Alfie	Weber	3/28/69	81	24	3.3
133 Sappington, Joy	Leonard	2/3/69	63	29	2.8
17 Savage, Nanci	Burns	2/24/69	3	15	.20
109 Schwartzkopf, Susan	Bidgood	9/16/68	234	105	2.2
57 Scott, Verlene	Leonard	12/9/68	226	57	3.9
104 Seaver, Bill	Carhart	9/16/68	414	105	3.9
91 Senner, Linda	Bidgood	3/14/69	15	55	0.2
31 Shurte, Martha	Lobo	8/5/68	430	135	3.2
68 Simmons, Robert	Stefansen	8/5/68	35	135	2.6
124 Smith, Cindy	Leonard	1/10/69	56	45	1.2

Graduation Requirements:

Because letter grades are not used and finals are not given in many cases, it has been necessary to formulate graduation requirements based on test information. Requirements established in three major areas follow.

Reading--A minimum fifth grade reading level was established because it is the minimum level of adult literacy.

Mathematics--The mathematics requirement was derived by comparing CAT mathematics tests with consumer math tests administered to high school juniors across the nation. Correct answers for 70 percent of all items was considered the minimum acceptable by high schools surveyed. As a result of item by item comparison on the two tests, 73 math items on the CAT test were chosen. The 70 percent equivalent, therefore, requires 51 correct answers for graduation.

Spelling--As representative of general language ability, a sixth grade level of achievement was established as the minimum for graduation. Attainment of this level is based on CAT test scores.

These minimum achievement levels are in addition to the Oregon State requirements for a high school diploma. Achievement is tested in this manner only for graduates who had not previously attained levels necessary for graduation.

III. CONCLUSIONS

The following specific accomplishments have resulted from this project.

1. An efficient method has been developed for interviewing and screening prospective students.

2. An appropriate and effective testing program has been identified and is being utilized to evaluate the needs and potentials of incoming students.

3. Guidelines have been established for developing and using Job Sheets to personalize and individualize instruction.

4. Some 2,650 Job Sheets have been written and are being used to provide relevant instruction in 12 program areas.

5. Community agencies, businesses and industries interested in cooperative efforts with Vocational Village were identified and projects initiated.

6. An efficient method was developed and is being utilized to monitor student progress.

7. Systematic procedures have been established to identify and attempt to correct unsatisfactory progress of individual students.

Use of these materials and procedures as an integral part of the ongoing program has resulted in practical assessment and continuous revision and adjustments. Increased receptivity of graduates by employers also indicates positive results. Effectiveness of these materials and procedures can be fully assessed only in evaluating the ultimate product--students who are graduated from Vocational Village--over the coming years.

Comments and Reactions

Comments and reactions of students, parents, teachers and employers indicate the assessments of these groups.

Student Comments:

"If I hadn't come to this school, I never would have finished high school."--17-year-old girl

"I would never go back to my old high school if I couldn't come here."--18-year-old boy

"Thanks for taking time to talk to me. I wish I could talk to my old man as easily as I can talk to you."--student who ran away from home and just returned

"These courses make sense, and I am learning about real jobs,"--15-year-old boy

"I can go just as fast as I want and nobody gets on my case."--16-year-old girl

"You mean I can get credit for the stuff I did in my old high school even though I left there in November?"--18-year-old boy

"Guess what. I'm all through with my English Job Sheets. I'm graduated!"--18-year-old girl with a 2-year-old daughter

"I thought you were kidding when you said we would have to leave here if we didn't produce. I'm sure glad you let me back in school so I can finish."--readmitted 16 year old

Parent Comments:

"Very pleased with his present attitude, desire to finish school, and the way he is happy with Vocational Village."

"I feel this school has been very helpful to my child. I would like to thank the entire staff very much."

"Cindy has improved a lot as far as school homework, interest in school, and her attendance."

"Robin has great interest and pride in her school."

"My son is very happy now. He likes all his teachers as well as the subjects. He is very talkative and never was before. And he's becoming a doer. This keeps him busy and lately he's more tired."

"Thankful for the school and the interest they have given our son."

"I have never seen Terry as anxious to attend school."

Parent Survey:

Parents were asked to share their observations and views of behavioral and attitudinal changes exhibited by their child while he attended Vocational Village. From 289 responses, the following pattern of improvement appeared.

	Change Observed	Amount of Improvement				
		Great	Much	Little	None	None Needed
1.	Attendance at Vocational Village over regular high school	70%	25%	4%	0%	0%
2.	Attitude toward school in general	62%	27%	12%	0%	0%
3.	Attitude toward teachers	56%	37%	7%	0%	0%
4.	Attitude toward completion of high school	61%	37%	11%	7%	0%
5.	Attitude toward further education	48%	33%	11%	7%	0%
6.	Desire to learn an occupation	63%	30%	4%	4%	0%
7.	Improvement in personal hygiene, i.e., grooming, hair length, cleanliness	48%	28%	21%	3%	0%
8.	Improvement of language	48%	37%	19%	4%	0%
9.	Desire to hold a job	68%	18%	14%	0%	0%

Teacher Comments:

"We are going to have Jeff complete his high school work here so he will stay in food services. If he hadn't had Vocational Village, this is one 16 year old who would never have come to us. He is going to make a fine chef."--community college instructor

"I am constantly amazed at how much these kids know and can accomplish in spite of their personal problems at home"--Vocational Village instructor

"We need a Vocational Village for every high school in Area 3 of our Portland schools."--Area 3 superintendent in speech to Citizens Advisory Council

"I just received a letter from Him. He was the only one in his entire battalion to pass the tests for air conditioning school. After he completes his training, he will go to Europe to work on our missile sites. And this is the same kid who had every finger and thumb broken in both hands from fighting. He was kicked

out of his old high school as incorrigible. It makes it all seem worthwhile, doesn't it?--Vocational Village instructor

Employer Comments:

"I didn't even know what Vocational Village was. But I can use six more girls for clerking and two boys interested in working in our business as a career. I hope they are all as good as Annette. She knows more about my cash register and how to sell than any young girl I've seen in years."--retail candy shop owner

"Your school is the only high school in the area that sends me boys who don't need haircuts and who know how to work."--large discount grocery

"You know we always call you when we have an opening. I think it is because your students really do want to work for a living."--stationery firm

"I'm recommending she start out with a G-3 rating, effective when she graduates. She has really come a long way since she first came over here. She dresses well, works hard and everyone in the office likes her."--supervisor of a regional office of a federal government agency

A recent newspaper release by the Portland School District is another indication of the success of the Vocational Village program.

"VOC VILLAGE STUDENT ELECTED

"Diane Jinings, a marketing major at Vocational Village High School, was elected president of the Portland Area Distributive Education Club Council for the school year 1970-71.

"Tuesday evening, February 9, Diane and her cabinet were installed at the sixth annual employer-employee banquet. Although the council had its beginning last year, Diane is the first elected president of the Council.

"Diane also was named Junior of the Year for the State of Oregon in competition with distributive education students from 42 other high schools in the state. Winning this honor qualifies her automatically as a national voting delegate to the national convention to be held April 17-21 in San Antonio, Texas.

"A Portland high school dropout, Diane, 16, has been attending Vocational Village for a year. In the Village program she was able to sample various kinds of career training and, according to Village director Ron Thurston, 'marketing and Diane clicked.'

"Her instructors describe her as a dynamic girl who is exhibiting great leadership potential."